

PROFESSIONAL FAMILY DEVELOPMENT PLAN (CD-100)

PURPOSE:

The purpose of the Professional Family Development Plan (PFDP) is to assess the training needs and professional goals of a foster, relative or kinship care provider. This document can be changed as the needs of the family and agency change. More information on the purpose of this tool can be found in the STARS Resource Development Specialist's Handbook, Step 11.

The PFDP must be completed with all new providers within 30 days of them becoming licensed. It must be reviewed annually with the provider with a new form completed at the time of license renewal. The review process is to verify that the provider is progressing in the plan and to evaluate if any changes are needed.

NUMBER OF COPIES AND DISPOSITION:

A copy of the PFDP is to be given to the foster, relative or kinship care provider and one copy must be kept in the provider's file. A copy should also be shared with any contracted provider completing a renewal assessment with a foster, relative or kinship parent(s).

INSTRUCTIONS FOR COMPLETION:

Staff may utilize the Performance Based Criteria developed for professional care providers when completing this form. A list of some Performance Based Criteria is included at the end of these instructions. These criteria help staff and providers to see which competencies are strengths for the provider and where training may be needed.

- I. Concerns, issues and goals of the family – Staff should discuss with the family what strengths and needs were identified during the assessment process and what goals they have for themselves within the program. Staff will document these concerns, issues and goals in this section.
- II. Training needs identified – Staff document the training needs identified in number 1. Workers would document the areas that are being targeted for skill development or enhancement. (For example, a family is interested in working with teens so the worker would include completing the Ready, Set, Fly training required in policy or a couple who has never had children in their home and are interested in basic parenting skill development, the worker may suggest attending a Love and Logic or other parenting class to help them develop this skill.)
- III. Areas that will be improved – What will be different in the household when the provider has completed their tasks? How will the provider be a better foster, relative or kinship care provider when they have completed the training identified in Section II? Staff should document how the provider will be able to demonstrate their skill achievement or enhancement once they have completed the identified training.
- IV. Provider Tasks – Staff should list the specific tasks to be completed by the provider to achieve the goals outlined in Section III. This may be a specific training (i.e. Children's Division In-Service training or local trainings that are available on a regular basis) or it could be a general training requirement that allows for the provider or staff to locate an outside source for training (i.e. the family may take placement of children with sexual abuse history and have already completed the in-service training module but would like more training and information on this topic, the task for the provider

- may be to research through the internet for possible training materials or classes.) Staff should have projected date for completion on each task outlined.
- V. Worker Tasks – Staff list the specific tasks to be completed by the worker. This may include sending training notices to the provider or searching for alternative sources for training. A projected completion date must be provided for each of these tasks also.
- VI. Signatures – The provider, worker and supervisor must all sign and date the plan.
- VII. Re-Evaluation – Staff should complete this section at the time of the yearly review. It may also be completed at any time staff meet with the provider and agree to changes in the plan. Staff must document the changes made to the plan and may include reasons for the change (i.e. A provider task was to attend Love and Logic training but the training has not been offered nor is it planned before the end of the licensing period so the worker and provider mutually agree to remove it from the current plan and to add a different training. The worker would simply document that the training was not available and so was removed and a new training was added.) The Re-Evaluation must be signed by the provider(s), worker and supervisor.

NOTE: The licensing worker is the Children's Services Worker responsible for maintaining the license and file for a provider.

PERFORMANCE BASED CRITERIA FOR FOSTER PARENTS

COMPETENCY – Protecting and Nurturing

- Accepts placements on an emergency basis with little notice.
- Maintains confidentiality of case information for children placed in their home (currently and previously).
- Maintains foster child's belongings and assures those belongings go with the child when they move/return home.
- Does not discuss any permanency plan with the child until this plan becomes the case goal (i.e. discussing adoption while case goal remains reunification).

COMPETENCY – Meeting developmental needs and addressing developmental delays

- Makes and keeps all medical, psychiatric, counseling, dental, and rehabilitation appointments including all required and emergency appointments.
- Maintains contact with the therapist on a regular basis for each child placed in the home.
- Knows and follows the treatment plan developed by the therapist for each child.
- Provides information on the child's behavior to the worker and Family Support Team.
- Attends all IEP meetings and keeps the worker informed of the school plan for the child.
- Works with the biological family to help them understand and meet the special needs of the child.

COMPETENCY – Supporting relationships between children and their birth families.

- Cooperates with the family and sibling visitation plan.
- Is respectful of the birth family by not making derogatory comments about the family to the child(ren).
- Supervises visitation between the child and family/siblings when necessary and available.
- Provides mentoring to the birth parents to help work toward reunification.
- Provides transportation to and from visitation with the family as needed.

- Keeps birth parents informed of all appointments and school functions and invites them to these as appropriate.

COMPETENCY – Connecting children to safe, nurturing relationships intended to last a lifetime.

- Starts and maintains a life book on each child in their care to be sent with the child when they move or return home.
- Finds opportunities for the child(ren) to participate in activities in the community, school, church, etc.
- Supports the child's involvement in activities outside of the foster home.
- Supports transitions into permanent settings such as adoptive placement, kinship/relative placement, reunification, or an independent living arrangement.

COMPETENCY – Working as a member of a professional team.

- Attends Family Support Team Meetings or provides written report on the child(ren).
- Knows and follows the Children's Division policies and procedures.
- Supports the case plan developed by the Family Support Team even if they are not in agreement with the plan.
- Expresses their concerns regarding the case plan with the child's worker and during team meetings.
- Keeps the case manager or service worker informed of all the child's activities.
- Allows items purchased for the child to go with the child when they move or return home.
- Provides or makes arrangements for transportation for the child(ren) as needed.

This is not a comprehensive list. Other criteria may be found in the STARS curriculum for each of the competencies. These criteria should be utilized in evaluating the performance of foster parents during their license renewal process and are an integral part of developing an appropriate Professional Development Plan.

MEMORANDA HISTORY: [CD06-37](#)